



**KINGSDOWN
SCHOOL**

Whole School Reading, Writing & Oracy Policy

Last reviewed on:	August 2025
Next review due by:	June 2027

Rationale

The school curriculum is underpinned by students' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise. Helping students to express themselves clearly orally and in writing enhances and enriches teaching and learning in all subjects and accelerates progress across the school. All departments and all teachers have a crucial role to play in supporting students' reading, writing and oracy development. All teachers are teachers of reading, writing and oracy. Language is the prime medium through which students learn and express themselves across the curriculum, and all teachers are responsible for the teaching of effective oracy, reading and writing.

Aims

The aims of this policy document are to:

- support students' learning in all subjects by helping teachers to be clear about the ways in which: their work with students contributes to the development of students' communication skills; reading helps us to learn from sources beyond our immediate experience; writing helps us to sustain and order thought and information distilled from the reading
- develop a shared understanding between all staff about how the curriculum can develop students' communication skills. Students need vocabulary, expression and organisational control to cope with the cognitive demands of subjects and a centralised approach for teaching reading has been implemented
- recognise that language is central to students' sense of identity, belonging and growth; language helps us to reflect, revise and evaluate the things we do, and on the things others have said, written or done
- raise students' own expectations of achievement, thus raising standards; responding to higher order questions encourages the development of thinking skills and enquiry
- develop students' confidence and self-expression; improving literacy and learning can have an impact on students' self-esteem, on motivation and behaviour. It allows them to learn independently. It is empowering for students in school and in life beyond Kingsdown

Accelerated Reader (AR):

To support these aims, Kingsdown School students in Key Stage 3 follow the Accelerated Reader Programme. Students are expected to follow the AR programme to enable them to make the best possible progress with their reading and

comprehension. Thus, students should have a relevant AR book within their Book Level range on loan from the Learning Resource Centre at all times.

- Lack of equipment will be logged on Bromcom for any students who do not have their AR book with them.
- Students are expected to read their AR book for a minimum of 30 minutes every day.

Roles and Responsibilities

English teachers: provide students with the knowledge, skills and understanding they need to read, write, speak and listen effectively and enable KS3 students to complete the requisite reading time for Accelerated Reader (10 minutes reading at the start of some lessons and a 60-minute visit to the LRC every fortnight) and monitor the students' progress with this programme. Motivational rewards will be given to students for their progress.

Tutors: read aloud to students two mornings a week during tutor time, increasing students' exposure to reading, helping to aid understanding and fluency. They will complete a minimum of three books per academic year including a variety of nonfiction, YA texts and classics.

Teachers across the curriculum: through their own subject lessons, contribute to students' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons; promote the love of reading amongst students. By building intentional opportunities to read that are scaffolded and test comprehension, students will be successful and develop their confidence.

Librarian: in general, to contribute to students' reading development, both fiction and non-fiction; support teaching staff and students with individual learning projects; and provide and promote reading enrichment opportunities (e.g. through the Literature Festival.) Furthermore, through the KS3 Accelerated Reader (AR) programme, manage independent reading practice based on each student's independent reading level; encourage students to select books to match his/her book level; monitor the completion of at least 3 STAR Reading Tests per year and the quizzes for completing a book; and provide data from these tests/quizzes to the relevant English teachers. Also, motivational rewards will be given to students for their progress with AR.

Literacy Hub in Inclusion: At times students may fall behind with their literacy. We assess all students in school through GLAssessment and this identifies those who need further support with their literacy in order to progress at the same rate as their peers. Those who have a result of below 85 in the majority of the aspects tested will be included in the Freshstart intervention programme. This is automatically completed as part of the IPC pathway in year 7 to ensure that pupils catch up with their phonics knowledge. This is a

timetabled, short-term intervention where students work through a phonics based system to enhance their literacy skills. Their progress is tracked and baseline assessments repeated to ensure they have made progress.

Faculty/Subject Leaders: should feature literacy considerations in all schemes of work, clearly indicating where and how they should be implemented; consider and address on-going literacy issues within their subject areas; devise key word displays and writing frames for their teams that can be incorporated into day to day teaching practice; identify any training and support that can be offered to help develop subject-based literacy materials.

Parents/Carers: Support their child with reading: at KS3 with them, to them and through discussion of their Accelerated Reader book (KS3) as part of their Home Learning , at KS4 discussion of the wider reading material pertinent to their children's GCSE subjects/texts. Further information will be available through the staff portal and at information evenings about the importance of reading for examination access.

Students: take increasing responsibility for recognising their own literacy needs and making improvements; working hard to track the text while hearing teachers read and completing subsequent 'everybody writes' and comprehension tasks and bringing their reading books to KS3 English lessons. Furthermore, for KS4, purchasing their own copies of GCSE literature texts is strongly advised.

SLT: the Senior Leadership Team link is responsible for providing resources necessary to implement this policy and for monitoring its use throughout the school, with the support of the English Department.

Oracy:

Speech is our main means of communication in everyday life and is fundamental to the development of understanding. We want our students to develop increasing confidence and competence in speaking and listening so that they are able to:

- clarify and express their ideas and explain their thinking
- adapt their speech to a widening range of circumstances including paired and group discussions and speaking to a larger audience
- use varied and specialised vocabulary
- speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate
- listen with understanding and respond sensitively and appropriately
- develop the skills required to be successful both within Kingsdown and beyond.

We want our students to enjoy reading, to be able to use their reading to help them learn and to develop increasing confidence and competence in reading so that they are able to:

- read fluently, accurately and with understanding
- become independent and critical readers and make informed and appropriate choices
- select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources
- read deeply for meaning

All departments will:

- review the curriculum and its implementation to identify intentional opportunities for structured approaches to student oracy speaking and listening, reading and writing.
- explicitly place value on oral work as well as written work, recognising the importance of cold call to check for understanding.
- ensure students have a range of speaking and listening opportunities in a variety of formats, including individual, paired, group and whole class situations involving formal and informal exploratory discussions, problem solving, debates, formal presentations, etc. This will build confidence and self-esteem.
- directly instruct teach and reinforce subject-specific use of vocabulary
- support the English Department in reinforcing the need for students to use Standard English and reduce the reliance on slang, colloquialisms and ungrammatical and dialect expressions through the use of Right is Right
- review and monitor the reading demands placed upon the students in their subject area, ensuring that reading for understanding is explicitly taught through the centralised approach at Kingsdown
- encourage the use of the library
- integrate reading with writing, speaking and listening activities to test for knowledge, understanding and develop universal skills
- promote wider reading connected with the subject area through the use of the parent portal
 - Develop use of sentence stems to scaffold extended writing and provide explicit opportunities for practice.
 - Ensure that vocabulary is embedded within the writing stems to support as well as stretch and challenge.

Assessing Oracy, Reading and Writing Across the Curriculum

- when assessing students' work across the curriculum we should value their oral contributions and listening skills alongside their reading and writing

- we should take into account students' performance in speaking and listening, reading and writing when assisting and reporting on students' progress in subject areas
- success criteria for writing should be explicitly outlined for students
- reading tasks should be directly instructed so that students can enjoy opportunities for success.

When responding to students' work we should:

- make comments which are positive and supportive
- target specific areas for improvement (a selective and focussed identification of errors)
- give guidance on how to achieve the short-term targets set. For example, whilst "improve your spelling" is unhelpful and vague, the identification of a particular spelling error e.g. doubling of letters before adding -ing is specific and presents the student with a target which can be addressed
- give priority to content, ideas, organisation and meaning above secretarial features
- create opportunities for students to reflect on the quality of their own work and for peer assessment
- use the following symbols consistently:
 - sp spelling error – underline the word or part of the word and write sp in the margin.
 - p punctuation error – underline or circle the error and write p in the margin.
 - gr grammatical error or error in expression of Standard English – underline the error and write gr in the margin.
 - // new paragraph needed – write this symbol in the margin and next to the words where the new paragraph should start

Signed by :
E Leigh-Bennett
Headteacher

Signed by :
V Edwards
Chair of Governors

Date : _____

Date : _____